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Modern Language Journal

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PRACTICAL PHONETICS FOR GERMAN

Theoretically, the value of phonetics in the study of a foreign language has been generally conceded, but, as every one knows, there is a vast difference between the mere intellectual acceptance of a new creed and a living faith which takes hold of it and lives it in a real and practical way. Viétor's vigorous pronunciamento, *Der Sprachunterricht muss umkehren*, is regarded as a landmark in a more rational study of languages; but in this country, at all events, recent investigation would seem to indicate that no great or widespread effort has been made to realize the standards demanded in phonetics.* In only a comparatively small number of our institutions of higher learning is any systematic training in phonetics given. This must mean that the vast majority of our high school teachers¹ of German are limited in their knowledge of German pronunciation to the one or two weeks drill in pronunciation given them when they began their German studies and to the general impressions they have been able to gain from listening to three or four years of college German, supplemented by such hints regarding pronunciation as the lesson book in use may suggest.

One needs but visit the German classes in a few of the smaller high schools to be convinced that a defective pronunciation on the part of the German teacher is by no means rare. Quite commonly final *b*, *d*, *g* are voiced as in English; no fine discrimination is made between long and short vowels, as in *Kahn* and *kann*, *Ofen* and *offen*, *Fuss* and *Fluss*; long *e* is commonly pronounced

*1) *Handschin, Charles H.* The Facilities for Graduate Instruction in Modern Languages in the United States. Miami University Publications, Oxford, Ohio, May, 1914. 97pp.

2) *Purin, C. M.* Monatshefte für deutsche Sprache und Pädagogik, XVI, p. 113.

too open in such words as *sehr*, *wer*, *werden* and *Schwert*; foreign words and geographical proper names, as *Reformátor*, *Iphigénie*, *Lichterfelde*, *Schaffhausen*, are all too frequently accented on the wrong syllables; teachers of German-American descent especially are guilty of pronouncing the final *e* long in such words as *liebe*, *habe*, *gebe*, instead of slurred. It is for such inadequately prepared teachers, who are not able to take a thorough training in phonetics at some large university or spend a year in Germany, that the first part of this article is especially intended. These mistakes in pronunciation can, as I know from personal experience, in a large measure be corrected by self-education, by helps that the teacher can employ while engaged in his daily task.

Let the teacher provide himself first with Viëtor's *Kleine Phonetik*,* or with Walter Rippmann's *Elements of Phonetics***, an English translation and adaptation of Viëtor's book, neither of which costs over seventy-five cents. Let him at the same time secure for fifty or sixty cents, the post-card edition of Rausch's *Lauttafeln*,* which show a front, side and cross-sectional view of the positions of the organs of speech in producing each German sound. It is also advisable to buy Viëtor's large *Deutsche Lauttafel*** to hang on the study wall. Let the teacher now read in the work on phonetics how each sound is made, wherein it resembles and wherein it is unlike the corresponding English sound. Let him grasp fully the principle of the Viëtor vowel triangle, then note on the Rausch charts the positions of the organs of speech for each sound and consciously imitate these positions when producing the sound himself. When the teacher has familiarized himself with the theoretical side of German pronunciation, he should provide himself with two other books, both from the pen of Professor Viëtor, the *Deutsches Lesebuch in Lautschrift****,

**Kleine Phonetik des Deutschen, Englischen und Französischen*. Leipzig. O. R. Reisland. 10. Auflage 1915. M 2, 40; geb. M. 2, 80.

***Elements of Phonetics, English, French and German*. Translated and adapted by Walter Rippmann from Prof. Viëtor's "Kleine Phonetik." London, J. M. Dent & Co., 1899.

**Rauschs Lauttafeln. Ausgabe in Postkarten-Format. 26 Tafeln mit Wortbeispielen nach den Begleittexten zu Viëtors Lauttafeln M. 2.— Marburg, N. G. Elwert.

**Deutsche Lauttafel. Dreifarbig. M. 2.— Marburg, N. G. Elwert.

****Deutsches Lesebuch in Lautschrift*. I. Teil. 5. Auflage. 1914. Geb. M. 3.— Leipzig, B. G. Teubner.

or the smaller work, *Kleines Lesebuch in Lautschrift*****, and the *Deutsches Aussprachewörterbuch******, a work well worth its weight in gold. The teacher may then practise reading selections in the phonetic script, which is that of the association phonétique internationale, and transcribe other German selections into this script, checking up the accuracy of his transcriptions in the *Aussprachewörterbuch* until he is thoroughly familiar with the system. This last exercise is especially valuable, for it compels the teacher to pay strict attention to long and short vowels, voiced and voiceless consonants, syllable accent, and other details. He should furthermore keep the *Aussprachewörterbuch* constantly on his desk as a final arbiter in all doubtful cases; for this dictionary is based upon Professor Viëtor's own thorough studies in phonetics and at the same time conforms essentially to the German stage pronunciation as agreed upon at the "Bühnenkonferenz" of 1898, in which leading actors, theater directors and philologists took part. Here in America the Bavarian may pronounce words in one way, the Saxon in another, and the Mecklenburger in still another, the high school teacher who uses this dictionary remains unperturbed; for he himself has cultivated a pronunciation which is standard and backed by the best authority and usage in Germany.

To improve still further his pronunciation, to check up on the accuracy of his self-training and to develop his ear for the real German sentence melody and intonation, the live teacher will utilize every opportunity to hear the German of recognized German scholars traveling in this country; and he will purchase for his Edison or Victrola, German records by such recognized artists as Schumann-Heink and Gadski.

In this connection other good works on pronunciation might, of course, have been mentioned, such as Hempl's *German Orthography and Phonology*,* or Grandgent's *German and English Sounds*,** but it seemed preferable to recommend those works which present a unified aspect, namely, one kind of phonetic

*****Kleines Lesebuch in Lautschrift*. 1912. Kart. M. o. 80.

******Deutsches Aussprachewörterbuch*, 1912. Geb. in Halbleder M. 14.—. Leipzig, O. R. Reisland.

*Hempl, G.: *German Orthography and Phonology*. D. C. Heath & Co.

**Grandgent, C. H.: *German and English Sounds*. Boston, 1893.

script, which can easily be understood by the teacher unaided, and which constitute the minimum amount of phonetic material consistent with efficiency.

Assuming that the German teacher has adequate training in phonetics, the question still remains as to how much direct training in phonetics pupils in elementary German should receive. Formerly I was opposed to phonetics for the pupil, but an experience of several years in the class-room has convinced me that some drill in phonetics is the quickest and surest way to develop in the pupil an accurate pronunciation. It causes him to think of a living language as made up of sounds rather than letters, it educates his speech organs, and it causes him to pay attention to details that he would otherwise overlook. Of course, a systematic phonetic exposition should not be given all at once, but only by degrees. The following remarks state the extent to which I employ phonetics in my elementary German classes, and in a slightly modified form they may be equally applicable to high school conditions.

The only apparatus required is a Viëtor sound chart hanging in the front of the room and a post-card edition of Rausch's *Lauttafeln*. By means of the horizontal divisions on the Viëtor chart one can readily explain the general notions of vowel, spirant and stop, as determined by the degree of opening in the articulation. The matter of voiced or voiceless sounds is forcefully emphasized by the colors red and black. Having established the general notion of what constitutes a vowel, the teacher takes up the vowel triangle, explaining how it shows graphically the articulation of the different vowels in a large mouth with the teeth in front of *i* and the throat behind *u*. Then the teacher proceeds to pronounce the simple vowels, beginning with *i*, running down to *a*, and up again to *u*, describing the tongue and lip positions and having the pupils repeat the sounds after him. To make the matter clearer to the pupils, the Rausch cards are passed around, arranged in the same order as the vowel triangle, viz., *i*, *I*, *e*, *ɛ*, *a*, (*ɔ*), (*ø*) (*U*), (*u*). Giving the sounds in this order, the pupils cannot help detecting how the tongue is at first lowered and the point of articulation moved back until *a* is reached and how the tongue subsequently rises again. On the Viëtor chart the more open character of short vowels can also be readily pointed out.

After these preliminaries, lists of words containing long and short vowels are pronounced and drilled upon, and the rules for long and short vowels are developed. Next the phenomenon of "umlaut" should be explained, and this cannot be more clearly shown than by means of the vowel triangle, which indicates at a glance the philological truth that "umlaut" is merely an attempt to make a vowel approximate an *i* sound and that therefore an *i* or an *e* cannot be "umlauted." Having done this and having briefly explained that all German consonants, except *l*, *m*, *n*, *r*, and *ng*, become voiceless when final, the teacher may safely start his class out in German study, at first having the class pronounce by imitation any consonants that cause difficulty.

However, before long, the teacher should begin a systematic treatment of the consonants, taking them up in order on the sound chart, a few each day. He may well begin with the stops, as they offer no new sounds to the English speaking student. The distinctions *labial*, *dental*, *palatal*, *velar*, as well as *voiced* and *unvoiced* are clearly set forth. The pupils are drilled thoroughly in the articulation and pronunciation of each sound. Then the sounds are tabulated and this arouses the greatest enthusiasm on the part of the pupils. For each phonetic symbol the pupils, assisted by the teacher, find all the possible ways it can be represented by German letters and these are listed, as well as appropriate key words. The teacher must, of course, have carefully worked all this out himself in advance. It is possible to compile the requisite data from Viētor's *Kleine Phonetik* but in the last edition of his *Elemente der Phonetik** just such a tabulation for each phonetic symbol is given in the greatest detail. This complete treatment of the consonants extends over several weeks, following which frequent reviews must be made. One good plan of review is occasionally to put short German selections on the board in the phonetic script and require the pupils to read them in concert and individually. It is not essential that each pupil possess a reader in phonetic script.

If this procedure is consistently observed, the pupil gains an accuracy of pronunciation and an insight into German sounds such as he could get in no other way and is ever afterwards safe-

**Elemente der Phonetik*, O. R. Reisland, Leipzig, 1915. M. 12.—.

guarded against bad blunders in pronunciation. The underlying principles of phonetics thus obtained will also prove of the greatest benefit to him and serve to clear up many phenomena, should he subsequently study older Germanic dialects or philology in general.

JOHN A. HESS.

Indiana University, Bloomington.

RESULTS OF THE EXAMINATIONS FOR APPROVAL FOR ORAL CREDIT, THE LICENSING OF TEACHERS OF MODERN LANGUAGES

As chairman of the committee on the training and licensing of teachers of our Association I have naturally been very much interested in the results of the written examinations set by the State Department of Education for those teachers of French and German who desire approval for oral credit because it is in effect putting into practice some of the *recommendations made by our committee to this body. The desire on the part of school authorities to secure only teachers of French and German who have the approval for oral credit practically makes it obligatory on those wishing to teach these languages to pass the State examination. This is to all intents and purposes giving successful candidates a license to teach the language in which they passed the examination. Another recommendation of our committee was "that these examinations (for special licenses) shall be inaugurated not later than June, 1916." The first of the examinations for oral credit was conducted in October, 1915. Since that time two other examinations have been held, viz., in April and in October, 1916. It would seem therefore, that the State Education Department is in favor of a special license for teachers of French and German and that the method for obtaining oral credit in these languages, as it is now constituted, will ultimately result in making it absolutely necessary for all teachers of French and German to pass a State examination before they can enter upon their duties in the class-room.

The aim of these State examinations has been to test thoroughly the candidate's knowledge of the language in question. The examinations** thus far given have not only aimed at this; but they have been of such a nature that only those well grounded in the language could pass them. This is as it should be. There are many among those who failed who claim that the examinations

*See Bulletin of the New York State Modern Language Association for January, 1915.

**Specimen papers are appended to this article.

are too difficult, but examinations are always too difficult for those who cannot pass them. The successful candidates are later visited by the specialist in modern languages or his representative and permanent approval is denied those teachers whose work in the class-room shows their inability to use the language orally or whose pedagogical skill is deficient.

The results of these examinations as told by statistics are interesting. They are as follows:

GERMAN EXAMINATIONS*

Date	Number of Candidates	Number Who Passed
October, 1915	179	81 (45½ %)
April, 1916	134	68 (50½ %)
October, 1916	97	50 (51⅔ %)
Total.....	410	199 (48½ %)

FRENCH EXAMINATIONS

Date	Number of Candidates	Number Passing
October, 1915	68	51 (75 %)
April, 1916	55	36 (65½ %)
October, 1916	38	29 (76⅔ %)
	161	116 (72⅔ %)

*Dr. Price, the State Specialist for Modern Languages, who was kind enough to read the proof of this article made the following statement concerning the statistics offered above:

"These figures do not take into account the very large number of permanent approvals given by the State Specialist on the basis of inspection *before* the system of written examinations went into effect. That is, the approval of teachers for credit for oral work in the modern languages has been a *fait accompli* in practically all of the cities (10,000 inhabitants or more) since the school year 1911-12, whereas the written examination system of approving teachers did not go into effect until October, 1915, and it has affected chiefly the small schools of the State. While exact statistics are not available at the present time, it will readily be seen that the number of approved teachers of the modern languages in the State is very much larger than Professor Decker's statistics would indicate (two or three times as large, in my opinion).

In explanation of the relatively better showing of the French teachers in these examinations, it should be noted (1) that very little French is taught in the State except in the larger and better schools, and (2) that many native French teachers, although their knowledge of the language is practically perfect, have nevertheless been obliged to take the written examination because they failed to measure up to the scholastic requirements of the State Department (i. e., graduation from a college or university recognized by the Regents)."

An analysis of these statistics shows that the total number of candidates who tried the German examinations was nearly three times as large as the total number of those who tried the French examinations and that approximately 52 per cent failed in German while only 28 per cent failed in French. If the German and French examinations are of equal difficulty it would seem that the candidates presenting themselves for examination in French are as a whole better prepared than those who take the German examinations. In German the percentage of successful candidates has steadily increased in spite of the fact that the numbers taking the examinations has decreased. The percentage of successful candidates in French would seem to be on the increase, too, although the number of candidates has decreased by half. In other words, if the difficulty of the examinations in each language has remained the same, the proportion of properly qualified candidates is decidedly on the increase. This is certainly encouraging.

To those who have received approval for oral credit because they passed the written examination must be added those who were exempt from examination because of study abroad or who received the A.M. degree with German or French as a major and pedagogy as a minor subject. The statistics are as follows:

	German	French
October, 1915	52	13
April, 1916	18	10
October, 1916	12	8
Total.....	82	31

It is to be noted that the number of exemptions is rapidly decreasing. Adding these totals to those already shown, it will be seen that approval for oral credit, has been granted to 492 teachers of German and to 230 teachers of French.

It is interesting to note just what relation these figures bear toward the schools of the State. In June, 1916, Regents' examinations in French were conducted in *332 schools and German was given in *729 schools. When one remembers that these figures include the high schools of the large cities of the State where every teacher of French or German has the approval, it

*These figures include a few private and some parochial schools.

will be seen that the total number of approved teachers is still too small to allow one to each school. Actually it means that there is still a large number of schools in the smaller cities and towns where French and German are taught by non-approved teachers. It is also probable that some teachers included in these totals have died while others have discontinued teaching for one reason or another. This fact makes the discrepancy still larger.

A question arises in one's mind concerning the value of these approved teachers to their schools. Are the results obtained by the pupils in the examinations better under the present system than under the former system? To this question we must answer that it is too soon to judge as only one school year has passed since the present method of approval was adopted. I believe that the State specialists in modern languages would give a decidedly affirmative answer to the question as to whether the class-room work of the approved teacher was better than that of the non-approved teacher.

There is another side to the results of these examinations upon which no statistics can be quoted. That is their effect upon the modern language teachers and their position among other teachers. Because I am employed in a State institution whose specific and only purpose is the preparation of teachers for the high schools of this State, I am in position to judge what the effect has been upon those who are preparing themselves to become teachers and upon those who are teachers. Before the present system went into effect in 1915 it was not uncommon for principals and superintendents who came to our institution for the purpose of securing our graduates for their schools to engage them merely as teachers. Frequently the work which these young teachers were to do was not decided upon until a short time before school opened in the fall. Many letters used to come to me from former students who had been assigned to teach German but who realized that they had not sufficient preparation to do so. These students had generally taken only the prescribed amount of German for graduation and had dropped the subject early in their courses. Other students who had majored in German and whose scholarship was excellent were often given no German classes whatever. Last spring and indeed

ever since that time our employment committee has noticed that, however indefinite school authorities might be about the probable duties of teachers of other subjects, they were very specific in asking for a French teacher or a German teacher and they almost always demanded that the teacher have the approval for oral credit. In the German department nine seniors who had majored in German and who had passed the examination last April were all engaged to teach *German* before they graduated in June. During the summer and early fall the employment committee received many more requests for modern language teachers with oral credit. Because we had no more teachers to recommend we were unable to supply teachers for these places. You all know the effect on the price of a commodity when the demand is greater than the supply. One school in a small city went to the unheard of length of offering nine hundred dollars for a German teacher who had the approval for oral credit. Up to this time six hundred fifty dollars had been the maximum. Not one of the nine graduates previously referred to received an offer of less than six hundred dollars while some offers went as high as seven hundred fifty dollars. In other subjects (with the exception of commercial branches) the average salary was lower and the duties not so clearly defined. As far as our students are concerned then, the new system of examination has resulted in even this short time in improving their working conditions and raising their salaries. It is not illogical, I think, to infer that this must be true of the graduates of other institutions in the State which are preparing modern language teachers. Ought not we as an association most enthusiastically to support any system which has such results?

Because it is almost impossible for students not able to pass these examinations to obtain positions upon graduation, the students majoring in modern languages take their work much more seriously than in other departments in which no such test is demanded. Students who are unable or unwilling to do the work necessary to prepare for the examination do not attempt to major in French and German. Again certain courses which were required for a major in German were regarded as superfluous and even the best students would do only the minimum amount of work to pass. Since phonetics have formed a part of the examination, this course is taken much more seriously.

Inquiries made among teachers who have received the approval for oral credit and who are employed in towns and cities where no evidence of special fitness is demanded of the teachers of other subjects, have disclosed the fact that the modern language teachers are regarded as being on a higher professional plane. They alone have been called upon to demonstrate their fitness to do their work before or shortly after entering upon their duties. They have proved their ability by passing a fairly searching examination in their chosen field. The State has set its seal of approval upon them as specialists and put them in the same class as physicians and lawyers. With the increased professional respect accorded them, the professional spirit of the modern language teacher will grow. He will have to live up to his reputation.

In addition to casting aside the unfit, the examinations must necessarily increase the self-confidence of the timid but successful candidates. I have known, too, of their bringing some of the over-confident, who barely passed, to their senses. These two defects are generally to be found in young teachers so that the examinations have a salutary effect upon them at the very beginning of their professional careers.

Thus far the results of the examinations for approval for oral credit seem to have been, (1) an improvement in the working conditions and salaries of modern language teachers, (2) better preparation and (3) a greater professional spirit. It is to be hoped that these results will encourage the State Department and this Association to bend every effort toward making the passing of these examinations a necessary prerequisite of every modern language teacher before he is permitted to enter upon his duties in the class-room.

W. C. DECKER.

New York State College for Teachers, Albany.

The University of the State of New York

EXAMINATION FOR

APPROVAL OF ORAL WORK IN FRENCH

Friday, October 13, 1916—1.15 to 4 p. m., only

Principals are requested to conduct the examination in accordance with the rules governing the conducting of Regents examinations, and to forward the answer papers to the Department immediately after the examination.

Answer four questions

A lire mais non pas à traduire:

LE LABOUREUR

Une gravure d'Holbein représente un *laboureur* conduisant sa charrue au milieu d'un champ. Une vaste campagne s'étend au loin, on y voit de pauvres *cabanes*; le soleil se couche derrière la colline. C'est la fin d'une journée rude de travail. Le paysan est vieux, *trapu*, couvert de *haillons*. L'attelage de quatre chevaux qu'il pousse en avant est maigre, exténué; le *soc* s'enfonce dans un fond *raboteux* et rebelle. Un seul être est *allègre* et *ingambe* dans cette scène: c'est un personnage fantastique, un *squelette* armé d'un *fouet*, qui court dans le *sillon* à côté des chevaux effrayés et les frappe, servant ainsi de valet de charrue au vieux laboureur. C'est la mort, ce spectre qu'Holbein a introduit allégoriquement dans la succession de sujets philosophiques et religieux, à la fois *lugubres* et *bouffons*, intitulée *Les Simulacres de la mort*.

Dans cette collection, ou plutôt dans cette vaste composition où la mort, jouant son rôle à toutes les pages, est le lien et la pensée dominante, Holbein a fait comparaître les *souverains*, les *pontifes*, les amants, les *joueurs*, les *ivrognes*, les nonnes, les courtisanes, les brigands, les pauvres, les guerriers, les moines, les juifs, les voyageurs, tout le monde de son temps et du nôtre; et partout le spectre de la mort raille, menace et triomphe. D'un seul tableau elle est absente. C'est celui où le pauvre Lazare, couché sur un fumier à la porte du riche, déclare qu'il ne la craint pas, sans doute parce qu'il n'a rien à perdre et que sa vie est une mort anticipée.

Cette pensée stoïcienne du Christianisme demi-païen de la Renaissance est-elle bien consolante, et les âmes religieuses y trouvent-elles leur compte? L'ambitieux, le *fourbe*, le tyran, le débauché, tous ces pécheurs superbes qui abusent de la vie, et que la mort tient par les cheveux, vont être punis, sans doute; mais l'*aveugle*, le *mendiant*, le fou, le pauvre paysan, sont-ils dédommagés de leur longue misère par la seule réflexion que la mort n'est pas un mal pour eux? Non! Une tristesse implacable, une effroyable fatalité pèse sur l'œuvre de l'artiste. Cela ressemble à une malédiction amère lancée sur le sort du genre humain.

—George Sand, *La Mare au diable* (L'auteur au lecteur)

1 Donnez la prononciation des mots suivants (en vous servant préférablement de la notation phonétique internationale): milieu, loin, soleil, travail, paysan, haillons, soc, être, ingambe, fouet, sillon, effrayés, lien, moines, railles, stoïcienne, christianisme, demi-païen, aveugle, œuvre. [20]

2 Les mots suivants sont à expliquer, soit par des synonymes ou antonymes, soit par des définitions en français: laboureur, cabanes, trapu, haillons, soc, raboteux, allègre, ingambe, squelette, fouet, sillon, lugubre, bouffon, souverains, pontifes, joueurs, ivrognes, fourbe, aveugle, mendiant. [30]

3 Les locutions suivantes sont à employer dans des phrases complètes ou à expliquer autrement en français de sorte que le sens et l'emploi en soient évidents: déchirer quelqu'un à belle dent; tirer le diable par la queue; donner des coups d'épée dans l'eau; faire le mort; se mettre en grève; se piquer d'honneur; avoir le bras long; avoir mal au cœur; avoir le cœur gros; c'est le coup de pied de l'âne. [20]

4 Ecrire une composition de 150 mots environ sur un sujet quelconque suggéré par le texte; par exemple, (a) La vie du laboureur, (b) La vie du paysan au moyen-âge, (c) La vie et les œuvres de George Sand, (d) Le roman champêtre au 19^e siècle, (e) Le pessimisme et l'optimisme dans la littérature, (f) Choix de lecture et emploi de tableaux dans nos cours de français. [30]

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Principals are requested to conduct the examination in accordance with the rules governing the conducting of Regents examinations, and to forward the answer papers to the Department immediately after the examination.

Answer five questions

Zu lesen aber nicht zu übersetzen:

GROSSSTÄDTISCHE UND KLEINSTÄDTISCHE UNIVERSITÄTEN

Wir wollen *keineswegs* in *Abrede* stellen, dass die grossen Städte mit ihrem *geselligen Verkehr*, mit ihren Kunstschatzen, Bibliotheken, Museen und industriellen Anstalten eine sehr bequeme Umschau eine wahre Universalität alles Wissenswürdigen bieten, aber es scheint uns, dass dieser Vorteil mehr für die Professoren als für die Studenten anzusehen ist. Es kommt für die letzteren auf der Hochschule doch vorzüglich nur auf eine Orientierung in dem *Labyrinth der neuen Bildung* an; wie aber soll *der für alles gleich empfängliche Jüngling* mitten zwischen der überwältigenden Masse des Verschiedenartigsten in Kunst und Wissenschaft in den grossen Residenzstädten sich wahrhaft entscheiden, wo jedes natürliche Verhältnis zwischen Lehrer und Schüler, wie es in den kleinen Universitätsstädten stattfindet, durch den betäubenden Lärm und *die allgemeine Zerfahrenheit der Residenz* ganz unmöglich wird? Sogar die grossen Bibliotheken kann nur *der Gelehrte*, der sich bereits für ein bestimmtes Studium entschieden und *gehörig* vorbereitet hat, mit Nutzen gebrauchen. Der unerfahrene Student kommt sich darin vor wie ein Reisender, der hastig eine reiche Bildergalerie durchlaufen hat und zuletzt nicht mehr weiss, was er gesehen hat. Endlich ist zu bemerken, dass das Leben in einer kleinen Universitätsstadt eine Art von Republik bildet. Es ist ein brüderlicher Verein *ohne* Rücksicht auf die Unterschiede der Provinz, des Ranges, des Standes oder des Reichtums, wo den Niedriggeborenen die Überlegenheit des Geistes und Charakters zum Senior über Fürsten und Grafen

erhebt. Diese uralte Bedeutung der Universitäten wird von der in ganz anderen Bahnen kreisenden *Grossstädterei* notwendig verwischt.

—Nach Eichendorff, *Erlebtes* (Halle und Heidelberg)

1 Akzent und Vokallänge folgender Wörter sind anzugeben
 (Wenn Sie können, geben Sie die Aussprache in phonetischer Umschrift): Universitäten, Bibliotheken, Museen, bequeme, vorzüglich, Studium, Republik, Verein, uralt, Charakter. [10]

2 Alle Fragen sind auf deutsch zu beantworten:

a Ändern Sie den zweitletzten Satz von *ohne . . . erhebt so*, dass Sie dafür zwei Relativsätze einsetzen, die beginnen: *in welchem . . . und in welchem nicht . . ., sondern derjenige . . ., der . . .* [4]

b Erklären Sie durch Synonyme: (1) Wir wollen *keineswegs* in *Abrede* stellen [2], (2) der für alles empfängliche Jüngling [1], (3) gehörig [1].

c Nennen Sie dreierlei *industrielle Anstalten*. [3]

d Definieren Sie: *Museen, Residenz, der Gelehrte*. [6]

e Umschreiben Sie auf leicht verständliche Weise die Ausdrücke: (1) geselliger Verkehr, (2) Labyrinth der neuen Bildung, (3) die allgemeine Zerfahrenheit der Residenz, (4) Grossstädterei. [8]

3 Antworten Sie auf deutsch:

a Was ist eine (deutsche) Hochschule? Was für andere Schulen gibt es in Deutschland? [5]

b Beschreiben Sie in etwa 50 Worten den Bildungsgang eines deutschen Studenten vom 6. bis etwa zum 23. Jahre. [15]

4 Ergänzen Sie folgende Sätze: [15]

a Er zitterte . . . Aufregung.

b Herr Schmidt ist Professor . . . der Universität Berlin.

c Er tötete ihn . . . Eifersucht.

d Ich erkannte ihn . . . seinem roten Haar.

e Ihm standen die Haare . . . Berge.

f Die Dame ist sehr stolz . . . ihr schönes Haar.

g Kümmere dich . . . deine eigenen Angelegenheiten.

h Ich freue mich . . . deine Antwort.

- i* Ich sehne mich . . . Ruhe.
- j* Er sann . . . das Zusammentreffen . . . der Dame . . .
- k* Er erkundigte sich . . . seinem Freund . . . Herrn Schmidt.
- l* Ich tue das . . . keiner Bedingung.

5 Schreiben Sie einen deutschen Aufsatz von ungefähr 125 Worten über Ihr Universitätsleben (oder über das Leben an einer Ihnen bekannten Universität), etwa nach folgendem Schema: [30]

- a* Die Stadt (oder das Dorf); die Umgebung.
- b* Das Studium.
- c* Gesellschaftlicher Verkehr; Zerstreuungen.

LANGUAGE FACT AND LANGUAGE HABIT

My subject is purposely left broad and vague in the hope that whatever I may say about the science and art of teaching a modern language may be accepted by any indulgent audience as coming under the title.

In the early days of our profession, accepting unquestioningly the established methods of the classic languages, we viewed the language facts as the only object of consideration. With the demand for a more practical command of the foreign language as a medium of expression, the pendulum swung wide and the conversational or so-called natural method came into vogue especially in the private instruction of teachers of foreign birth. Based wholly on the principle of imitation and paying scant attention to any but the most rudimentary points of grammar, this method consists of a graded series of dialogues, in which the teacher asks most of the questions and prompts the answers. Asserting that since this is the way the child acquires his mother tongue it must therefore be efficacious with the adult, the advocates of this method ignore the fact that even the adolescent mind has already lost much of the imitative facility and verbal retentive faculty of the child mind. The mind of the high school pupil is no longer so plastic for the formation and fixing of language habits. On the other hand habits of hearing and articulation peculiar to the mother tongue have already become so deeply ingrained that they work constantly against the acquiring of the different speech habits of a foreign tongue. Furthermore, under the best of circumstances the pupil has only a minute fraction of the opportunity for hearing and practice enjoyed by the child in learning English.

Back and forth the pendulum of contention has swung between the classical conservatives and the radical reformers. The one faction, stressing the language facts as the essential foundation, have in view formal discipline and literary culture. The other faction, stressing language habit as the all-important feature, have in view the more utilitarian aim of an oral command of the language, and consequently, their methods have differed accordingly. As if theory and practice were incompatible, we have seen grammar and oral drill set in opposition to each other, while the truth of the

matter is that the acquiring of a foreign language is both a science and an art and demands a conscious assimilation of language facts together with the building up of subconscious habits, which, like all habits, are conditioned upon correlated nervous discharges.

The application of the law of habit to the thousand and one acts of our daily life, such as dressing, walking, playing a musical instrument or running an auto, is a psychological commonplace to all. In all such habitual acts of consecutive movements, it is well known that the conscious mind, the seat of which is probably in the forward part of the brain, operates only as an initial impulse. Without further act of attention the resulting sensation of the first movement stimulates the motor impulse of the next movement; and thus to the end of the series, without any of the intermediate stages rising into the realm of consciousness. In no other way could the semi-automatic character of our most common bodily movements or the rapidity of a musician's technique be accounted for.

The same principle works in language and is known as verbal association. Just as a musician executes a whole musical phrase without being conscious of the separate movements or even of the individual notes, so in speech the individual words seem to arrange themselves automatically. Of course, if a sentence does not involve idioms, it can be mechanically analyzed into separate words each expressing a thought relation, and each word can be divided into syllables containing a single vowel sound or diphthong with its associated consonants; but in actual speech the sentence is not thus consciously built up of its individual factors. For all practical purposes, the word-group is the logical unit of speech. Although the expression "quick as thought" is an oft used simile for rapidity, thought is not so quick as nervous reaction. To obtain even the slight oral command demanded in our syllabus, thought, unaided by automatic habit activity, is not quick enough to assemble the syllables into words and the words into groups; nor can the ear untrained to recognize word-groups as *wholes* mentally seize the individual words of one group before another group demands its attention. Therefore, we must teach the student to form correct habits of verbal association by persistently making use of the principle underlying all habits, namely, repetition. The most successful teacher is not always the one who can

impart information most clearly. He must also be an efficient drill-master, disguising the monotony of repetition by variety of examples. Of course, in all oral drills destined to ingrain correct habits of speech, we should avoid sentences which the student will never under any circumstances have an occasion to use. It is wasted energy to teach him to say fluently such sentences as "The dog of my cousin is white" or "Do not pick the flowers in the garden of your uncle's brother" or, to quote directly from a grammar I once used, "When a young man reaches the age of sixteen or of eighteen years, a mustache grows on his upper lip, and then he is very proud."

But it is not enough thus by the exercise of the habit forming principle of repetition to equip the student with this intuitive ability to assemble words grammatically and idiomatically, which we call "*Sprachgefühl*." Another vital element must enter into this language habit before we can rightly apply to it the term "*Sprachgefühl*." This vital element is correct sentence cadence and intonation, generally referred to by the too vague term "accent." An English cadence and intonation is so disconcerting to the foreigner that very often he fails to understand a simple sentence that is otherwise correct. While the cadence and intonation of French and German in unimpassioned discourse follow certain definite principles, we must rely in our teaching upon imitation of the native speaker. When we ask a student to repeat after us a sentence or phrase, we must insist that he assemble the words into proper breath groups, and mimic, as it were, the foreign cadence and intonation. In the case of French this feature is so radically different from that of English that a sentence spoken with correct stress and inflection strikes the student at first as funny, and he is embarrassed in his imitation, lest he make himself ridiculous. This mistaken sensation must be overcome by showing the student that the foreign language he is studying has a music of its own, and that the ridiculous situation arises, on the contrary, when the foreign language is spoken with the cadence and intonation of English. That indeed does sound outlandish and we are prone to smile, just as when a Frenchman or German carries over into English his native peculiarities of utterance.

The learning of the genders of French nouns by rules has long been largely superseded by verbal association with the definite

article, which is a habit-formed process. This principle can advantageously be extended to the teaching of other grammatical facts, such as the government of verbs or the manner in which a verb is connected with a dependent infinitive. Thus if general phrases like *douter de quelque chose*, *chercher quelque chose*, *écouter quelqu'un*, *demandeur quelque chose à quelqu'un* become thoroughly habitual to a student, he will use those verbs correctly without reference to any abstract rule to which they might be related either as examples or exceptions. If the student will become thoroughly familiar with such phrases as *cesser de faire quelque chose*, *désirer faire quelque chose*, *réussir à faire quelque chose*, etc., he can by the force of habit apply them just as a mathematical formula is applied in a problem. He will use the right preposition, or none at all, as the case may be, to connect a verb with its following infinitive. In fact, in using these and many other constructions, there would be no time to recall the rule, if, haply, it were still with recall.

But, by insisting thus far upon the habit element in language, I do not undervalue the importance of language facts or of the methods of teaching them. It has been said that the grammatical method is like teaching physics or chemistry without experiments. Yes, but we must not commit the opposite error of turning students loose in a laboratory without at the same time giving them a knowledge of the theory of those sciences. The most automatic of our subconscious habitual actions were built up by first giving attention laboriously to each step in the process. A systematic knowledge of the grammar is not only compatible with an oral command of the language, but also indispensable to securing it, unless the pupil has enjoyed exceptional opportunities for intercourse with native speakers of the language in question. Without a systematic study of the grammatical facts, the language habits acquired by imitative repetition result in a mere smattering of knowledge, as evanescent as any other reflex nerve activity which is not sustained by constant practice.

In the matter of teaching pronunciation the correlation between fact and habit is particularly essential. The student who has learned to pronounce by imitation only may be compared to a person who can play or sing by ear only. If he forgets a tune, he cannot refresh his memory by glancing at the printed score. If he desires to play or sing a piece he has never heard, he is helpless, for

the dots, lines and spaces mean nothing to him. Just so, a student of a language which is not spelled as it is pronounced is helpless if he forgets the pronunciation of a word or meets a word for the first time, unless he is acquainted with a phonetic alphabet and the principles underlying it. The word phonetics has often been misinterpreted as denoting an abstruse and recondite subject, apart from the study of the language itself. By phonetics here I mean simply the science and art of pronunciation as applied to the language being studied. For the teacher, a knowledge of phonetics is absolutely indispensable in detecting the errors of the student, in determining the causes of those errors, and in effectively applying the remedy. For the student it drives home the truth that language is not made up of letters pronounced in various ways, but is made up of certain definite sounds which can be readily acquired one by one. Equal emphasis must be laid on the training of the ear and the tongue. A primary reason why the tongue stumbles in articulating new sounds is that the student does not hear correctly sounds which he has not been taught to perceive. He imagines he hears what from the looks of the word he expects to hear, or else he perceives the sound as identical with its nearest English equivalent. With proper phonetic training, combining fact and habit, the student acquires an accurate pronunciation fixed in the memory and he has access to a permanent standard of reference. The international phonetic alphabet as a tool for teaching French pronunciation is widely and firmly established, and in evidence of this fact I notice that practically every one of the new French grammars published within the last year by the prominent book companies employs it, as a matter of course.

The proper balance between fact and habit in language teaching is one of the underlying principles of the direct method, not as originally imported from Germany but as modified to conform to the aims and conditions of our own schools. This method is based on the fact that a foreign language is really available for use only when the vocabulary is directly associated with the idea to be expressed. This is brought about by actually using the language in the classroom to express ideas suggested by the text read or by the teacher, keeping the English as much in the background as possible. The translation of the text, a certain amount of which is necessary to test the student's preparation of the lesson and to

meet the requirements of the syllabus in that particular, is done with the student's books closed, while the teacher reads; thus promoting the habit of readily understanding the spoken language. In learning a vocabulary the habit of visualization of objects and actions should be encouraged, so that the foreign word will call up a mental picture rather than an English word. Made-to-order sentences to be translated into the foreign language to illustrate the rules of syntax are giving way to more practical exercises, because the ever present English form constantly distracts from the formation of the foreign habit of expression. A foreign vocabulary is most available when we have built up within that vocabulary thought associations similar to those that have naturally developed themselves in our own language. Such are words related by contrast, synonyms, homonyms, etc. In general one English word will suggest another word connected with it by some logical or associative relationship, according to the familiar psychological principle known as association of ideas. This natural aptitude of the mind to bind together ideas which have been coexistent in experience so that one idea calls up another should be made use of in widening the student's vocabulary. In order to associate the word and the idea with a retentive bond of suggestion, it is essential that the idea be thrown upon the screen of consciousness in a vivid manner, as memory retention is conditioned upon vividness of impression as well as repetition. Hence the importance of the element of interest, which so vitalizes the mental action of the student that the new words tend to cling permanently to the ideas for which they stand.

Just as the formation of a new habit is doubly difficult when an old one must be unmade, so in teaching beginners we must guard against the formation of incorrect habits which must be unlearned. Thus, in teaching pronunciation, the safe way is never to allow the pupil to pronounce a new word until he has heard it pronounced correctly by the teacher and has practiced it several times under his immediate direction.

But let me not give the impression that I am indifferent to the fact that after all the chief aim for most of our students should be the ability to read the works of French or German literature with appreciation. All my plea for adapting our instruction to the laws of language habit has had this end in mind. It is only by

acquiring a subconscious command of at least a small portion of the foreign vocabulary that reading can be done with any enjoyment of the style or foreign atmosphere of the book. Rather than laboriously translating word by word, phrase by phrase, or even sentence by sentence, one might more profitably read the book in a good printed translation.

In short, we must teach French and German as living languages. To be sure we are imposing a greater task upon our students—and upon ourselves. But we and our students must relinquish the idea that French or German is easier than Latin or Greek—a reputation the modern languages have long enjoyed while they were being taught as dead languages.

Let us measure up to the task confronting us. Our success must be judged by the results attained. Like men and women in every other business or profession, we must "deliver the goods." Excellent grammars and texts are available; though we need not surrender our independence and teach them page by page; but rather, ideal should be to implant a portion of a living language in the minds of our pupils, using books only as a skilled artisan uses an efficient tool.

A. S. PATTERSON.

Syracuse University.

REVIEWS

Germany Since 1740. By George Madison Priest. Boston: Ginn & Co., 1915. Pp. xvi + 199. Price \$1.25.

The German Empire Between Two Wars, A Study of the Political and Social Development of the Nation between 1871 and 1914. By Robert Herndon Fife, Jr. New York: The MacMillan Company, 1916. Pp. xi + 400. Price \$1.50.

Both of these books are deserving of favorable presentation to the readers of this journal; they belong to the few written on this subject since the war which are fitted to be recommended by teachers to their students. Neither book has been conceived with a propagandist purpose; neither employs the arts of rhetoric to awaken prejudice or misguide intelligence. Both are sane and useful treatments of their subjects, written in a fluent and pleasing style. The books do not present the German view of their case, but a distinctly American attitude, as will appear presently.

The first named book attempts the difficult task of giving the history of Germany from the accession of Frederick II in 1740 to the present time, within the narrow compass of 184 pages. Had the publishers allowed twice the space, the book might have quadrupled its usefulness for teachers and students. The author has cleverly performed the task of selecting and grouping his material. The age of Frederick the Great and Maria Theresa is sketched in war and peace, and followed by the decline and degradation of Germany down to 1808. The regeneration of Prussia and the purging process of the War of Liberation are well told, and we pass on to the chapter "The German Confederation and the Period of Reaction 1815-1848." The best chapter in the book is perhaps the ninth, the popular struggle for constitutional liberty and national unity 1848-1863. After that, in three more chapters, the author departs from his strictly objective point of view, and inserts too strongly, though perhaps unconsciously, his own interpretation of events. In the chapters "The Founding of the German Empire to the Fall of Bismarck" and "Germany under William II," the author is frequently guilty of dogmatic utterances which detract from the value of his book. Instances are his inaccurate account of the Ems dispatch (p. 115), his summary (p. 123) in which the German people, through the founding of the Empire "by force," are represented as "having lost the sublimest inspiration of German life and thought, faith in the power of ideals, etc." We read on p. 134: "Thus the political will of the German people is directed and driven by a few, who compose the Government, along the way which the Government prescribes." These judgments sound like the crystallized opinion of the partisan editorial room, not the decision of the judicial historian. How far Mr. Priest is distant from an understanding of Modern Germany is shown by his off-hand attitude toward modern German literature and art. We are

told (p. 140): "For nearly a generation after the middle of the nineteenth century German literature presents hardly a name of international reputation," though his own paraphrase of Klee's outline of German literature might be used to refute this statement. Richard Wagner's greatest work falls within this period, whose development of the musical drama represents the artistic climax of the century. There are discerning critics to whom the Bismarck statue in Hamburg and the Leipzig monument (p. 172) do not give the impression of crude colossal proportions, but of indestructible foundations, unshakable solidity, confident power, and high, unwavering purpose. The loss of ideals cannot be charged against modern German art. Though the line of beauty is frequently overstepped,—virility, daring, indomitable spirit, intense truth-seeking, struggle for expression in unconventional design and coloring.

A very different study of Modern Germany is contained in the book "Germany between two Wars." A shorter period, 1871-1914, is wisely chosen, and the author does not speak in formulas likely to favor the bias of a large number of people. His work gives evidence of personal contact with his subject; he has not turned the spy-glass around the wrong way, so that the objects in sight appear thousands of miles away, he has cast the spy-glass aside and allowed the objects to impress him from a close view. Though he confesses to have looked through spectacles, they are his own,—they are American spectacles.

What manner of vision is it, that results from the use of these American glasses? It is this, that they measure the grade of civilization by the degree of parliamentary government to which a nation has attained. Professor Fife cannot help expressing every now and then his disappointment at what he calls "political immaturity," the lack of complete representation of the people in the government of the nation. Many of these strictures are admitted by candid Germans, but they are more than hopeful, that growth in this direction will come in the process of time, indeed that it will be greatly accelerated by this war. It must be remembered that Germany, as all other states of Europe, has to contend with strong traditions of the past, just as European cities have to tear down the century-old buildings, widen the crooked streets in order to allow light and air to penetrate the deepest recesses. Politically, the American people had no such tight traditions to contend with. But, in the matter of unifying the people of the nation, where both countries have met similar and equally great difficulties, Germany has gone ahead more rapidly than the United States. The most glaring example of this has been the unification and codification of criminal and common law, a subject omitted in Professor Fife's book. The "Bürgerliches Gesetz Buch" of 1900, the only scientific common law code ever devised, applying now to all parts of the German Empire, is a model of its kind, and has been imitated by Japan and Switzerland. In the United States, however, each individual state has its own particularistic laws, and confusion reigns supreme. The intelligent German cannot understand why the sensible American people will put up with such a state of things, as little as the intelligent American will comprehend

why the intellectual German people tolerate backward political conditions. As to the important questions of democracy and free institutions, the German people will answer that their socialized state, protecting labor and insuring the stability of the family, is a nearer approach to true democracy than anything that has yet been seen in the world's history; that the much-berated militarism, i.e. universal military service, is the greatest democratizing principle that has yet been devised in Europe; that freedom of speech exists as nowhere else at the shrine of the German University; that universal education, whether it be by public or private school matters little, has practically been accomplished. Germany stands at the head of nations, measured by the standard of the literacy test. These facts are not altogether concealed in the work before us.

Professor Fife's book treats the subject topically. There is no chronological scheme showing the development of Modern Germany from decade to decade. The danger of his method is, that materials must now and then be repeated, but the advantage outweighs,—that of added interest. The author treats of subjects in every chapter which the American people are glad, or even eager, to know about, and his chapter-headings represent particular questions which are asked every day and concerning which he offers instruction and enlightenment. There are four parts to the book: "The Empire Abroad"; "The Empire at Home;" "The Empire's Problems;" "Transformations and Tendencies." Under the first head the foreign policy of the German Empire is reviewed historically, Bismarck's masterful hand succeeds in allying Germany with Austria, Italy, and also Russia, which isolates France, and makes her "revanche" impossible. The loosening of the traditional bond with Russia came not so much as a result of mistakes in the foreign policy of William II as by the clash of interests in the Balkans. The growing commercial rivalry with England is well depicted in Chapter III, and the author justifies any live country in the ambition to expand its commerce and develop colonies. However, it is too soon to settle the question as to what started the bitterness between the two blood-related nations, whether "Pan-Germanism" or journalistic indiscretions in England, or the "Made in Germany" act.

"Germany at Home" is one of the most interesting parts of the book, and here the author has his material well in hand. The government and the parties, the feudal aspects of the East Prussian landed aristocracy, their struggle with the industrial interests, are as good chapters as can be found in English on these subjects.

Equally interesting is the discussion of the tendencies of the social-democratic party in Chapter 9. Its negative attitude, and positive achievement in social reforms is given due space. The subjects of church and state, the conquered provinces, and the Polish question are deftly handled from a critical point of view.

The German city government, generally recognized as a model of business administration, is discussed in Chapters 13 and 14, educational problems in the two succeeding. Chapter 17, on the press and public opinion, is full

of suggestive comparisons with conditions in other countries. Granting their deficiency as news-gathering agencies, we must concede that German newspapers also lack some of the most glaring faults of modern journalism, the craving for sensational revelations, the commercializing of journalistic ideals and editorial pens, the garbling of truth for the sake of what is called a good story, the tendency to absorb the public interest to the exclusion of more serious, scientific, or literary publications.

The author's decision to omit all references to sources of information, detracts from the authoritative impression upon the thoughtful reader, and the absence of a bibliography will no doubt be regretted by teachers and students. Nevertheless, they may turn to "Germany between Two Wars" with confidence as a work of high merit.

ALBERT B. FAUST.

Cornell University.

The Spanish American Reader, by Ernesto Nelson. D. C. Heath and Co., 1916. xiii + 367 pp., \$1.25.

Short Stories for Oral Spanish, by Anna Woods Ballard and Charles O. Stewart. Charles Scribner's Sons, 1916. xi + 115 pp., 80 cents.

Mr. Ernesto Nelson's Reader fulfills a desire long felt and often expressed by teachers of Spanish for a text book containing reliable reading material concerning Latin America. The editor, who is a prominent educator of the Argentine Republic, has an intimate knowledge of South and Central America, and by virtue of his residence in this country, is able to emphasize those features which will prove most profitable and interesting to a North American audience. The text covers a wide range of topics such as Spanish American industries, geography, institutions, customs, statesmen and literature, concluding with an eloquent presentation of *el ideal americano*. The first part is written in dialogue form by Mr. Nelson, and the remainder of the book is made up of extracts from Latin American and Spanish writers.

Generally speaking, the foot-notes have been made with good judgment although some teachers will probably feel that certain phrases should have been explained while the translation of others was unnecessary. The "variant" expressions included in the foot-notes are particularly commendable from the standpoint of teaching syntax and of enlarging the vocabulary. The proof reading has been done with care, and the few misprints, such as *Ticino* for *Ficino* (p. 303) are readily recognized and easily corrected.

The editor assumes that students will be acquainted with "the rudimentary principles of Spanish grammatical construction" and with the vocabulary of "simple everyday speech" before attempting to use this book. He, therefore, omits from the vocabulary such words as the student might reasonably be expected to know. I believe that many teachers would like to see texts for the work of the third year, and this book could hardly be used to advantage

before that stage, edited without a special vocabulary, thus forcing students to learn to handle a dictionary, as the editor suggests, but an attempted compromise by which certain common words are included in a special vocabulary while other of relatively infrequent use are omitted, can not fail to prove vexatious. We have no right to assume that students, even of the third year, are acquainted with words such as *papel de forro, balde, hélice, gramíneas, antuño, savia, pomarrosas, empero* and *eximio*, to mention only a few of the words not included in the vocabulary. In my judgment, the editor should have omitted the vocabulary and placed in the notes all words not found in the average dictionary, or should have given us a complete glossary of all but the most common words.

This criticism is intended merely as a suggestion. I have derived too much pleasure and profit from the book to wish to discourage others from having the same experience. The important thing is that we have a well-written book containing a vast amount of interesting information concerning Spanish America, presented in a dignified manner, which will prove profitable to teachers as well as to students of Spanish. Advance announcements of publishers lead us to believe that *The Spanish American Reader* will be followed by others dealing with similar material. Let us hope that this volume and other books of the same type will encourage our students of Spanish to feel that keen sense of relationship to their Latin American cousins, for which Mr. Nelson eloquently pleads in his Foreword.

The purpose of the editors of the little volume entitled *Short Stories for Oral Spanish* is to provide simple reading material as a basis for class-room conversation, oral reproduction, free composition and dramatization. The selections consist of short fables and anecdotes, each of which is accompanied by questions in Spanish on the text and other devices by which pupils may secure oral practice.

While the aim of the book and the method indicated for its proper use in class are highly commendable, it is to be regretted that the stories are not more peculiarly Spanish in subject matter. Owing perhaps to a desire to simplify the material as much as possible, the editors have frequently employed phrases which cannot be regarded as usual idiomatic Spanish. A number of grammatical slips also occur. *A esta vista*, p. 8, should be *Al ver esto; tomando todo el dinero lo volvió a la casa de su vecino*, p. 17, should read *lo llevó*, etc.; the phrase *apenas el emperador había regresado*, p. 23, should read *apenas hubo regresado; mientras estarán Vds. unidos*, p. 30, should be *mientras estén Vds.; nuestros cuidados tienen que estar pagados*, p. 40, should be *tienen que ser pagados; se fué ayudar*, p. 47, should be *se fué a ayudar* and *trás de ellos*, p. 50, should be *detrás de ellos* or *en pos de ellos*. The phrase *después de La Fontaine*, p. 17, in the sense "adapted from," is incorrect. In the questions, *¿Dónde?* should be written *¿A dónde?* when qualifying a verb of motion; the phrase, *¿Cómo mostra Federico?* p. 8, should be *¿Cómo prueba Federico?*; the preposition *en* should be used for *a* in the question, *¿Qué hace ella a la escuela?* p. 15, and *¿Cuál?* should be used instead of *¿Qué?* in the oft-repeated question, *¿Qué es el infinitivo de. . .? Le* for *les* in the question *¿Le gustan*

a *Vds. los lobos?* p. 29, and *pueda* for *puede* in the phrase *¿Qué pueda ponerla de este modo fuera de sí?*, p. 48, may be attributed to over hasty proof reading. The statement made in the vocabulary that *hé*, in the phrase *hé aquí*, is the third singular of the present indicative of *haber*, must also be regarded as an unfortunate slip. There are also a number of misprints in the text. *¿Por qué?* is consistently printed *¿Porqué?* and there is no good reason why the preposition *a* should have the written accent; *Resurrección* should read *Resurrección*, p. 7; *pues* is frequently printed as *pués*; *cambia*, p. 23, and *encomian*, p. 35, should be *cambia* and *encomian*, and *cuanto* in the phrase *¡Cuánta lentitud en todo cuanto haces!*, p. 24, should be written without accent.

The omissions in the vocabulary are too numerous to mention, and there seems to be little relationship between the meaning of the words listed and the sense in which they are employed. A pupil wishing to translate the phrase, *La navaja tiene varias hojas*, p. 4, will find in the vocabulary that *hoja* means "leaf" and *vario*, "various, different." *Cordel* is given as "fine cord" to translate the phrase *cordel de pescar*, and we find for *cebo* only the meaning "food for animals," when its meaning as "bait" is obvious. The verb *poner* is listed with the meanings, "to place, to put," yet we read on page 43 of a hen that *ponía un huevo cada día*. *Pollo* is listed only as "chick." The translation which a pupil might easily make in good faith of the phrase, *la criada sirvió dos pollos*, might relieve the monotony of a recitation. Reflexive verbs, even when they have a special meaning as reflexives, are frequently omitted in the vocabulary. We find *ir* with the meaning "to go," yet on page 50, we find it used with the meaning "to suit, to be becoming," and *irse*, which is frequently occurs in the text, is not listed. The editors apparently assume that students using the book should have acquired the fundamentals of grammar, inasmuch as there are only nine notes and the stems of irregular verbs are not included in the glossary. Notwithstanding this assumption, it would seem advisable to translate, or better still, explain phrases such as *dar un paseo*, *¿Qué se ponen a hacer los otros muchachos?*; *a todo correr*; *¿Cómo te parece?* (Vocab. *parecer*, to seem, to appear); *dar memorias* (Vocab. *memoria*, memory); *hacía poco*; *se quedó dormido*; *¿Qué se le ofrece?* (Vocab. *ofrecer*, to offer), to mention only a few expressions which would puzzle a pupil who had not progressed very far in his study of Spanish.

J. P. WICKERSHAM CRAWFORD.

University of Pennsylvania.

NOTES AND NEWS

The eighth annual meeting of the New York State Modern Language Association was held at Buffalo, N. Y., on November 28th and 29th, 1916. At 9:30 A. M., the meeting was called to order by the President, Professor Barnes of Union College, who presided at all three sessions.

After appointing the committees on nominations and on resolutions, the various reports were read and accepted. The program as printed in the October Bulletin of the Association was adhered to throughout, but in addition we had the pleasure of having with us at the Tuesday morning session, as the representative of the State Department, Dr. Charles F. Wheelock, Assistant Commissioner of Secondary Education, who thanked the Association for its hearty co-operation and assured us of the readiness of the authorities at Albany to take into account, and to further the desires of this body, and to invite and, if possible, to make use of the criticisms and suggestions of the teachers in the State.

Almost the entire Tuesday morning session was spent in discussing the proposed New York State Syllabus as a guide for modern language teachers. This syllabus, as it now stands, approved has formed the basis of discussion at several annual meetings and embodies the results of a great deal of hard and intensive work carried on by committees consisting of members of this association and of the State Department.

Mr. Host reported for his committee on the word-list. This list has been under discussion for the last three years. Although it first met with the disapproval of the State Department, it was favored in 1915 as a step toward increased definiteness in the revised syllabus. Thus the new document will contain a list of 2500 words, the basic stock of vocabulary in the elementary course, 1000 of which are to constitute the pupil's active or working vocabulary. These lists are now being compiled.

The afternoon session was spent partly in round table gatherings of the teachers of French and German respectively. The subject for discussion was "Reading texts and Second year readers with special reference to Realien." The French meeting was in charge of Mr.

Cassasa of Buffalo and Mr. Miller of Lockport, while Miss Chamot of Buffalo lead in the discussion.

At the German round table the papers read by Miss Knox of Ithaca and Mr. Siekmann of Buffalo as well as the very interesting discussion lead by Professor Lowe of Syracuse University showed a marked leaning toward the type of reading texts that will furnish some information on Germany, on its geography, history, art and literature, on its people and their customs and institutions. No definite texts were recommended on this occasion; short texts, however, were considered preferable, since the longer ones often grow monotonous and do not afford the needed variety in style and thought.

The topic of Realien was also treated more specifically on Wednesday morning by Professor Stroebe of Vassar College. The speaker confined herself to "Art in modern language instruction." With the aid of well chosen pictures by Schwind, Richter, Dürer, and Böcklin she demonstrated very ably the possibility of combining these classic pictures with the study of even such easy texts as Rübezahl, Peterle von Nürnberg, Alle Fünf, etc., and of giving the student a clearer conception of terms as "der Markt, Stadtwall" and many others.

Another item of interest was an elucidating statistical report by Prof. Decker of Albany on the "Results of examinations for approval for oral credit." Two such examinations were held during the year and the second one was considerably more satisfactory than the first in regard to successful candidates, which leads us to believe in the ever increasing efficiency of modern language teachers.

Dr. Jonas of the DeWitt Clinton High School, New York City, spoke of the Equipment of a Modern Language Teacher. His idea of a school year consisting of four terms instead of two, of which the teacher would have to teach only three, seemed rather attractive. This plan ought to meet with the approval of the school authorities that favor an all-year-round session and at the same time give a longer vacation to the teacher who might even increase it to six months by teaching six terms in succession. This would enable him or her to spend a few months abroad in foreign study and travel and really make him get acquainted with the country and the people whose language he purposes to teach here.

Last but not least, the writer wishes to make mention of the get-together dinner as a most enjoyable and successful occasion.

The following officers were elected for the ensuing year: President, J. B. E. Jonas, DeWitt Clinton High School, New York City; first vice-president, Felix A. Casassa, Hutchinson Central High School, Buffalo; second vice-president, A. S. Paterson, Syracuse University; secretary-treasurer, Arthur G. Host, Troy High School; director for 1919, Frances Paget, Morris High School, New York City; member of Committee on Syllabus and Examinations, Carl F. Siekmann, Lafayette High School, Buffalo; director for the Federation, Frank Coe Barnes, Union College.

C. KREYKENBOHM.

Mt. Vernon High School, N. Y.

On December second at Goucher College, Baltimore, the annual meeting of the Middle States and Maryland Modern Language Association was held.

President Hoskins in his address gave a very complete and interesting report about the origin, growth and prospects of the Federation and of the MODERN LANGUAGE JOURNAL.

The report of the retiring Secretary-Treasurer, Miss Claudine Gray of Hunter's College, showed a balance of more than ninety dollars in the treasury after paying the expenses of the Committee on Investigation and Resolutions. A very hearty vote of thanks was given to Miss Gray for her faithful, enthusiastic and most efficient work as secretary-treasurer.

Professor William A. Hervey of Columbia University read a supplementary report of the Committee on Investigation and Resolutions on which he has done such painstaking and valuable work. Professor Hervey resigns as Chairman of the Committee but remains as one of its members.

College Entrance Examinations in French and German was the subject of Professor Whitney's paper. She discussed types of college entrance papers in French and German. She mentioned one fact that should be emphasized wherever such discussions arise. If a teacher gives her pupils a sufficient knowledge of French or German, they are prepared for any type of examination.

Mr. L. A. Roux of Newark Academy read an excellent paper on College Entrance Examinations in French and the influence on

the Teaching of French in Secondary Schools. He made a very important point in favor of the oral requirement for college entrance when he spoke of the desirability of hindering a cramming of enough grammar and translation to pass a college entrance examination. It can be done with marvelous speed by a good tutor, if the pupil is not required neither to pronounce or read the language in the original or to understand it when read.

Dr. Mary E. Burchinal of the West Philadelphia High School for Girls read a spirited and witty paper on the subject, "What should an examination in German disclose as to the ability of a student at the end of the High School course?"

Dean Murray P. Brush of Johns Hopkins was to have spoken on "Oral French in High Schools and College Entrance Examinations" but he was unavoidably absent through the death of a near relative.

It was unanimously decided to drop all members who had paid no fees for two years.

A nominating committee of three members, Professors A. A. Mérás, Fröhlicher and Miss Emma Haigh, and an auditing committee consisting of Dr. de Sauzé, Dr. Burchinal and Miss Emma Haevenick were appointed by the chair.

A motion was carried unanimously that the Middle States and Maryland Association favors the proposal to have a joint committee of the Modern Language Association draw up a syllabus of texts as proposed by Professor Davidsen at the annual meeting in Buffalo of the New York State Association. The president was authorized to appoint two members on such a commission, and on motion of Professor Hervey the Executive Council was authorized to pay the printing and traveling expenses of these members.

Professor Hoskins gave it as his opinion that the question of oral and aural tests will not be handled properly until the College Entrance Board Examiners take it up and until the results of such tests from an integral part of the entrance examination. The two parts of the examination should work together and should take place at one time as far as possible. Let us all ask our respective colleges and schools to urge the College Entrance Board to give this matter the careful consideration it deserves.

The following officers for 1916-17 were elected unanimously: President, Professor John P. Hoskins, Princeton University; first vice-president, Professor Marian P. Whitney, Vassar College;

second vice-president, Professor J. P. W. Crawford, University of Pennsylvania; secretary-treasurer, Professor Anna Woods Ballard, Teachers College, Columbia University; directors, Dean Murray P. Brush, Johns Hopkins; Miss Annie Dunster, William Penn High School, Philadelphia; Miss Ethel Wilson, Teachers' Training School, Wilmington.

The Federation of Modern Language Teachers' Association—Chairman, John P. Hoskins; secretary-treasurer, Anna Woods Ballard.

Directors for The Modern Language Association of Middle States and Maryland—Dr. Mary Burchinal, High School for Girls, West Philadelphia; Professor H. C. Davidsen, Cornell University.

ANNA WOODS BALLARD.

Teachers College, Columbia University.

As it is difficult to import pictures from Europe just now, teachers of German may be interested to know that the September number 1912 and the February number 1915 of *The National Geographic Magazine* contain many beautiful illustrations of German cities and German life. They can be bought in Washington, price 25 cents a number. These pictures, mounted on card board, form a valuable addition to the equipment of the school for modern language teaching.

At this time, when all our Modern Languages are discussing the training of teachers in French and German, it may be of interest to readers of THE JOURNAL to know that Vassar College is carrying out, for the first time, a plan for a graduate year in German leading to the degree of Master of Arts, and especially intended for those who mean to teach the language in our secondary schools. The graduate students are few in number this first year, but are perhaps all the more fortunate for that, as, living in the German House with two instructors in the department, they have an opportunity to hear and speak fully as much German as they would if they were in the country itself. Their work includes not only German literature and philology, but a thorough course in methods of teaching and in "Volks- und Landeskunde," so that, on taking the degree, they will be well fitted for the practical as well as the theoretical and literary side of their work as teachers of German.

**The Constructive Quarterly* for September contains what is certainly one of the best reviews in English of French Literature during the war. It is by M. J. Calvet, Professor in the Collège Stanislaus, Paris. The article is prefaced by an excellent though brief consideration of the state of literature when the war broke out, then takes up the works of authors who have died on the field, quoting most appropriately some lines written by Péguy but a short time before his death; there follow some pages on the literature which preceded the war in point of time, but which are important for the understanding of this epoch, as Nolly's *Le Conquérant* and Psichari's *Voyage du Centurion*, both of which are analyzed. Of the many books actually called forth by the conflict, the most important are named and briefly characterized. The four which we will agree with the writer in considering the best are taken up more in detail. These four, already well known to specialists, but deserving to be still more widely read in this country are Marcelle Tinayre's *La Veillée des Armes*, Bourget's *Le Sens de la Mort* (which came out in the *Revue des Deux Mondes*). Prévost's *Adjutant Benoit* and René Benjamin's *Gaspard*.

The School Review for November contains an unusually good article on French Phonetic Training, by A. S. Bovée. An excellent table of sounds is given.

*George H. Doran Co., New York.